



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1407 North Alta Mesa Dr, Mesa, AZ 85205

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Excelling  
2002-03 Excelling  
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Eileen Cahoon  
Schedule : 8:00 AM to 4:30 PM  
Grades : 7-9  
2004 Enrollment : 1508  
Web Address : [www.mesa.k12.az.us/shepherd](http://www.mesa.k12.az.us/shepherd)  
Phone Number : (480) 472-1800  
Fax Number : (480) 472-1888  
E-mail : [ecahoon@mpsaz.org](mailto:ecahoon@mpsaz.org)

### Mission

Shepherd Junior High School's mission is to create a community of life-long learners through challenging programs designed to provide the social and educational skills needed for successful entry into a quickly changing, competitive world.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will demonstrate reading skills by analyzing and interpreting fiction and non-fiction. They will develop vocabulary, increase comprehension, and use critical thinking skills in alignment with standards as measured by assessments.
- ü Students will demonstrate skills in mathematics by analyzing, interpreting, and predicting graphic data. They will determine probability, and use problem-solving techniques in alignment with standards as measured by assessments.
- ü Students will demonstrate writing skills by using the writing process and the 'Six Traits of Writing' in various genres in alignment with standards as measured by assessments.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1543  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 89

## Instructional Programs

- ü ELP/Gifted
- ü Special Education
- ü At-risk Courses
- ü Period Before School - A Hour
- ü After School - Extended Day Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

## Shared Responsibilities

### School

The school promotes high student achievement through curriculum aligned with state standards taught by highly qualified teachers. Reasonable assurances of safe environment are provided through training, drills, and well-planned emergency procedures. The staff monitors for school identification and encourages responsible behavior. Information is communicated through 'The Shepherd Scoop' and planners.

### Parents

Parents are responsible for providing proper learning, appropriate attire, nourishment, immunizations, and ensuring their child attends school. Parents provide student data and are encouraged to communicate with teachers. Parent responsibilities include checking student planners, assisting in homework completion, and assuring that students have IDs and all materials necessary for learning.

## Transportation Policy

Busing is provided for students living over 1.5 miles from school. Intramural/ninth grade sports participants are bused to and from competitions. Busing for special education is addressed in the IEP. Busing is not provided for open-enrollment students.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Masonic Essay Contest - 1st and 2nd Place	2003
ü Current Events Challenge - 1st through 3rd Place	2004
ü City Championship - Girls Softball, 6 Consecutive Years	2004
ü Sertoma Constitution Essay Contest - 1st and 2nd Place	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	501	5673	75001	100	99	99	499	489	468	14	24	37	35	33	36	28	24	16	22	20	10
All Students (Prior Year)	501	5563	71167	99	98	99	491	480	463	15	24	38	43	41	41	27	23	14	15	13	7
Female	255	2761	36846	100	100	99	498	489	468	13	22	36	38	36	38	31	25	16	19	18	10
Male	246	2908	37974	100	99	99	500	489	467	15	26	39	33	30	34	26	23	16	26	22	11
African American	15	221	3720	100	100	98	476	468	446	33	39	53	13	31	33	47	18	9	7	12	4
Hispanic	52	1551	26675	100	99	98	477	462	448	24	40	52	43	37	34	25	17	10	8	7	4
Asian/Pacific Islander	11	136	1575	100	100	99	518	507	504	9	17	18	18	27	33	27	22	20	45	34	29
American Indian/Alaskan Native	NC	213	4731	NC	98	98	NC	450	438	NC	51	61	NC	32	30	NC	13	7	NC	4	2
White	415	3539	37785	100	99	99	503	502	482	11	16	25	36	32	39	28	27	21	24	25	15
Students with Disabilities	28	476	8802	100	100	100	436	421	418	63	75	79	22	21	16	15	3	3	0	1	1
Students without Disabilities	473	5197	66199	100	99	99	503	494	472	11	20	34	36	34	38	29	25	17	24	21	11
Limited English Proficient Students	13	799	11710	100	100	100	468	454	429	45	46	70	27	37	25	9	13	4	18	4	1
Migrant Students	--	23	709				--	430	442	--	67	57	--	28	34	--	6	7	--	0	2
Economically Disadvantaged	97	2327	29814				478	464	448	32	39	53	29	35	33	24	16	10	15	10	4
Non-Economically Disadvantaged	404	3346	45170				504	505	479	10	14	28	37	31	38	29	28	20	24	26	14

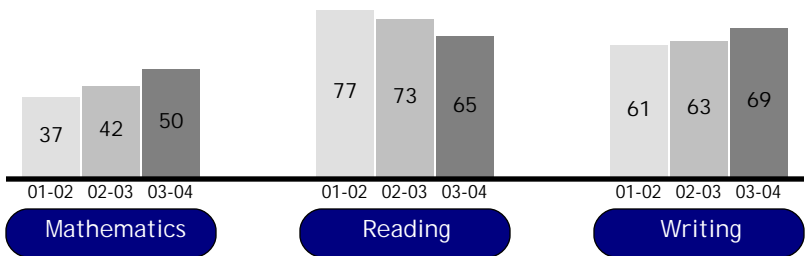
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	501	5674	74918	100	99	99	519	502	497	15	28	32	19	18	19	39	36	35	26	18	15
All Students (Prior Year)	504	5561	71100	99	98	99	522	507	502	9	20	25	18	20	21	47	44	40	26	17	15
Female	255	2760	36805	100	99	99	523	507	501	13	25	28	20	19	19	39	37	37	28	19	16
Male	246	2910	37936	100	99	99	515	498	493	18	32	35	18	16	18	40	35	33	25	17	14
African American	15	222	3719	100	100	98	496	489	481	27	38	43	27	18	21	33	31	29	13	13	7
Hispanic	52	1550	26645	100	99	98	502	477	478	31	47	46	20	19	20	29	27	27	20	6	6
Asian/Pacific Islander	11	136	1571	100	100	99	534	512	521	9	21	18	0	16	15	55	40	38	36	23	30
American Indian/Alaskan Native	NC	214	4729	NC	99	98	NC	469	468	NC	54	57	NC	19	19	NC	22	19	NC	5	4
White	415	3539	37773	100	99	99	522	514	511	13	19	20	19	17	18	41	40	41	28	24	21
Students with Disabilities	28	477	8801	100	100	100	453	440	448	59	81	75	33	11	13	4	6	10	4	2	2
Students without Disabilities	473	5197	66117	100	99	99	523	507	501	13	24	28	18	18	19	42	38	37	28	20	16
Limited English Proficient Students	13	802	11706	100	100	100	492	467	454	45	57	71	9	18	16	27	21	12	18	4	1
Migrant Students	--	23	706				--	449	467	--	78	55	--	22	22	--	0	20	--	0	4
Economically Disadvantaged	97	2331	29785				495	479	477	25	46	47	28	19	20	37	28	26	9	8	6
Non-Economically Disadvantaged	404	3343	45115				524	516	508	13	18	23	17	17	18	40	41	39	30	25	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	500	5635	74503	100	99	99	503	479	491	3	13	9	28	37	32	62	42	51	7	8	8
All Students (Prior Year)	497	5441	69001	98	96	96	505	494	490	4	13	17	33	36	37	63	50	45	0	0	1
Female	255	2744	36686	100	99	99	519	497	506	2	8	5	23	35	29	65	47	57	10	11	9
Male	245	2886	37644	100	98	98	486	461	476	5	18	13	33	40	36	58	37	45	4	6	6
African American	15	219	3677	100	100	97	473	463	475	7	21	12	40	36	36	53	36	46	0	7	5
Hispanic	52	1545	26500	100	99	97	463	444	467	4	21	13	49	45	39	47	31	44	0	3	4
Asian/Pacific Islander	11	134	1566	100	100	99	574	497	537	0	11	5	18	32	23	55	44	55	27	13	18
American Indian/Alaskan Native	NC	208	4695	NC	96	97	NC	444	464	NC	23	14	NC	43	39	NC	29	44	NC	4	3
White	414	3517	37606	99	98	99	508	495	508	3	9	6	25	35	28	65	47	56	8	10	10
Students with Disabilities	28	472	8662	100	100	100	428	394	409	26	48	37	41	36	42	33	15	20	0	1	1
Students without Disabilities	472	5163	65841	99	99	98	507	486	499	2	10	7	27	38	32	63	44	53	7	9	8
Limited English Proficient Students	13	795	11608	100	100	100	438	422	430	18	30	23	36	45	47	45	23	28	0	2	1
Migrant Students	--	23	701				--	412	449	--	39	17	--	33	43	--	28	38	--	0	1
Economically Disadvantaged	96	2304	29587				483	445	465	7	22	14	33	42	40	--	32	43	3	4	4
Non-Economically Disadvantaged	404	3331	44898				508	500	507	2	7	7	26	34	28	63	48	55	8	11	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	69	53	48	98	70	59	51	98	71	NA	54
	Language	100	71	56	51	95	75	62	54	99	74	64	58
	Mathematics	100	77	67	54	98	82	74	58	98	82	75	62
8	Reading	100	66	54	49	97	69	58	53	99	68	NA	55
	Language	100	61	51	46	95	70	56	49	99	71	58	52
	Mathematics	100	72	66	54	98	79	69	58	99	81	73	61
9	Reading	100	56	46	37	97	57	50	41	99	62	NA	42
	Language	100	55	49	38	96	58	54	42	99	63	54	42
	Mathematics	100	76	71	56	98	80	74	60	100	84	76	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Shepherd Junior High School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Site-based Goal Input
- Ü Extracurricular Activities
- Ü Dress Code Guidelines
- Ü Extended Student Travel
- Ü School Safety Issues
- Ü Budget for 301 Menu Money

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	72.90
Other Professional Staff	7.00	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	0	0
4 to 6 years	5	6	0	0
7 to 9 years	3	4	0	0
10 or more years	15	35	1	0

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	52
Core academic classes taught by Highly Qualified (NCLB) teachers.	497
Teachers with Emergency Certificaton.	1

## Resources Available at School Site

### Special Facilities

- Ü Three Computer Labs
- Ü Computerized Card Catalog
- Ü Adjacent Swimming Pool

### Extracurricular Activities

- Ü 7th-9th Intramural and Freshman Sports
- Ü Students Against Destructive Decisions
- Ü National Academic League
- Ü National Junior Honor Society
- Ü Variety of Student Clubs

### Social Services

- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services
- Ü Career Services
- Ü Peer Mediation

### Indicators of Success Based on Historical Data from 2003-04

#### School Achievements/Accomplishments 2003-04

- ü Orchestra and Band Programs received superior ratings at district and state adjudicated festivals.
- ü On Stanford 9 Tests, students exceeded national and district norms in reading, math, and language.
- ü On district social studies exams, Shepherd students excelled at all grade levels.
- ü Students scored above state and district averages in the reading, writing and mathematics Standards of AIMS (Arizona's Instrument to Measure Standards).

### Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	2	2	2	2
Transfers In <sup>7</sup> (Out of District)	4	10	9	9
Promotion Rate <sup>8</sup>	100	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	0	NA		3
Status Unknown <sup>11</sup>	0			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

### Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 6-7	70	78
Grades 7-8	67	76

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).



School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Procedures are developed for fire drills, lock-down and emergency evacuation which are practiced with staff and students. A Silent Witness program allows for anonymous reporting of incidents affecting the safe learning environment.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Eileen Cahoon	(480) 472-1801
Transportation Policy	Transportation Dept.	(480) 472-0178
Community Resources	Eileen Cahoon	(480) 472-1801
School Nutrition Programs	Jeff Fox	(480) 472-1840
Parent Organization	Eileen Cahoon	(480) 472-1801
Student Health/Nurse	Christina Mahoney	(480) 472-1812

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 300 Copies = \$114.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.